DOCUMENT RESUME

ED 196 615 RC 012 433

TITLE	After Ten Years of Progress, Then What in Migrant Education. The Annual Eastern Stream Regional Conference for Migrant Education (7th, Virginia Beach, Virginia, March 7-12, 1976). A Report.
INSTITUTION	Virginia State Dept. of Education, Richmond.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	76
NOTE	65p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Administrators: *Agency Cooperation: Art Education: Bilingual Education: Career Education: *Community Involvement: Data Processing: *Educational Improvement: Elementary Secondary Education: Language Arts: Media Specialists: *Migrant Education: Migrant Health Services: *Migrant Programs: Movement Education: Music Education: Preschool Education
IDENTIFIERS	*Eastern Stream Conference on Migrant Education 7th

ABSTRACT

The conference had three stated major goals: (1) to provide an opportunity for migrant personnel to share and exchange information in mutual areas of concern: (2) to promote interstate cooperation and to ensure continuity of interstate programs for migrant children: and (3) to promote esprit de corps of the conference by the use of the keynote speaker. Specific objectives for meeting each goal were identified by the type of sessions planned. Group discussions were held on successful programs in the areas of: reading-language arts: mathematics: bilingual education: career education and awareness: movement education, art and music: preschool: health services: administrators: librarians and media specialists: interagency cooperation and community involvement: and terminal operators. Rationale, objectives, conclusions and agreements were determined in each group discussion. The 522 participants were from the 20 eastern states as well as Arizona and California. An evaluation summary, group evaluation sheet, and a needs assessment summary are appended. (JD)

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AFTER TEN YEARS OF PROGRESS, THEN WHAT IN MIGRANT EDUCATION?

The Seventh Annual
Eastern Stream Regional Conference
for Migrant Education

Virginia Beach, Va.
March 7-12, 1976

A REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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2

Virginia Public School Divisions Cooperating

Counties

Accomack County Public Schools
Albemarle County Public Schools
Amherst County Public Schools
Appomattox County Public Schools
Botetourt County Public Schools
Buckingham County Public Schools
Campbell County Public Schools
Frederick County Public Schools
Giles County Public Schools
Nelson County Public Schools
Northampton County Public Schools
Roanoke County Public Schools
Rockingham County Public Schools
Shenandoah County Public Schools
Southampton County Public Schools

Cities

Franklin City Public Schools
Virginia Beach City Public Schools
Winchester City Public Schools

The Seventh Annual
Eastern Stream Regional Conference
for Migrant Education

Sponsored by
Title I (ESEA) and Migrant Education Programs Office
Virginia Department of Education
in cooperation with
Eastern Stream States and Virginia Public School Divisions

Virginia Beach, Va.
March 7-12, 1976

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Introduction

Programs to educate children of migrant workers have been incorporated in Title I of the federal Elementary and Secondary Education Act (ESEA) since its passage in 1965.

The seventh annual Eastern Stream Regional Conference for Migrant Education was held in Virginia Beach, Virginia, March 7-12, 1976, and had as its theme, "After Ten Years of Progress, Then What in Migrant Education?"

At the first general session, Dr. Clyde Stevens presented the conference overview and stated the goals and objectives of the sessions. These were:

I. GOAL

To provide an opportunity for migrant personnel to share and exchange information in mutual areas of concern.

OBJECTIVE

To provide sessions for discussion of the successful programs in the areas of Preschool, Reading-Language Arts, Mathematics, Bilingual Education, Career Education and Awareness, Movement Education, Arts, Music, Health Services, Interagency Cooperation and Community Involvement, Librarian and Media Services, Administrators, and Terminal Operators.

II. GOAL

To promote interstate cooperation and to ensure continuity of interstate programs for migrant children.

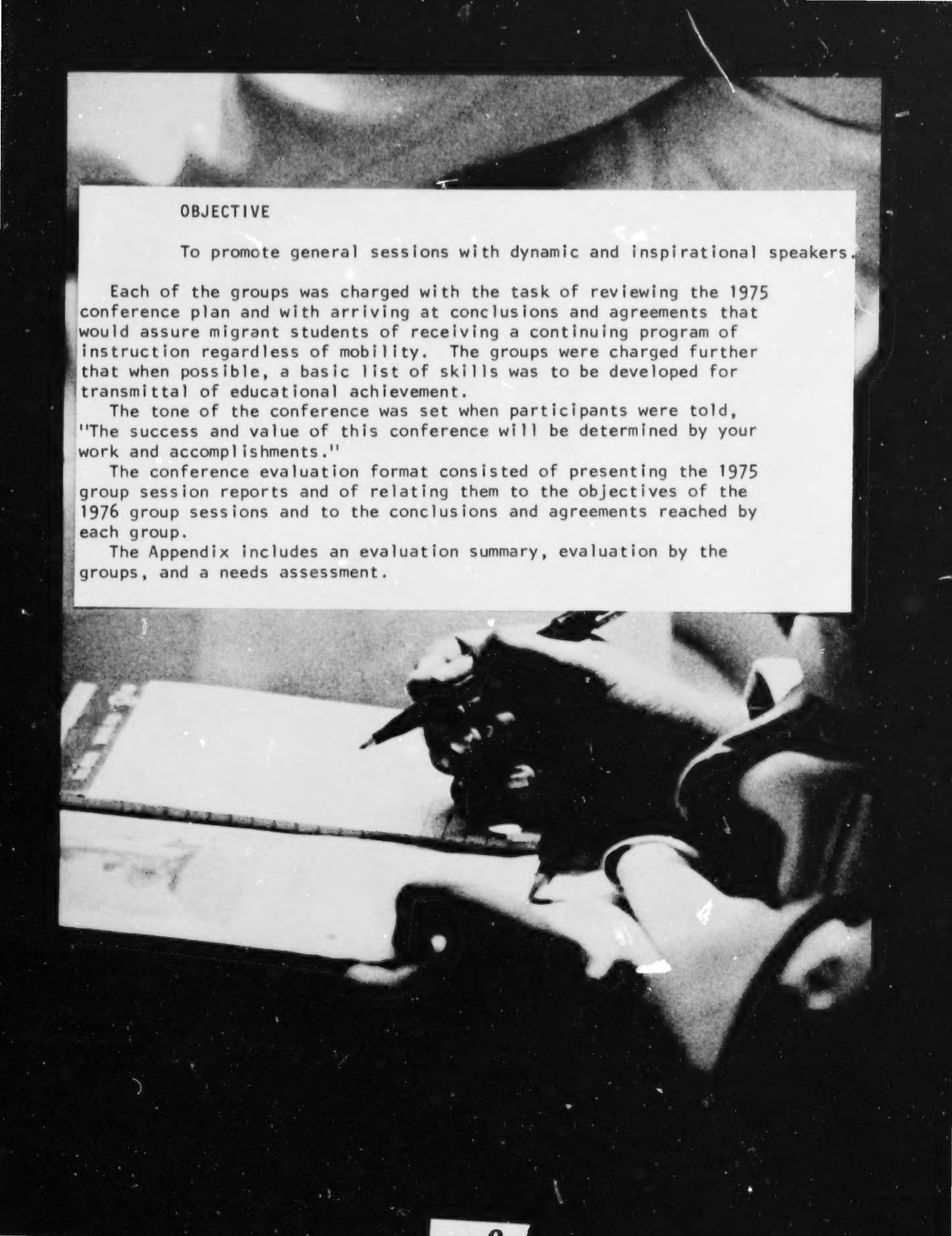
OBJECTIVES

To refine the outline of the multi-state plan produced at the 1975 Eastern Stream Regional Conference.

To provide sessions for clusters of states with large numbers of interstate migrant students and to develop programs which exemplify cooperative effort.

III. GOAL

To promote esprit de corps of the conference by the use of the keynote speaker.



OBJECTIVE

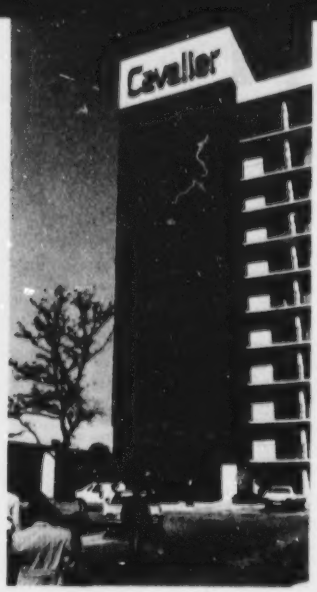
To promote general sessions with dynamic and inspirational speakers.

Each of the groups was charged with the task of reviewing the 1975 conference plan and with arriving at conclusions and agreements that would assure migrant students of receiving a continuing program of instruction regardless of mobility. The groups were charged further that when possible, a basic list of skills was to be developed for transmittal of educational achievement.

The tone of the conference was set when participants were told, "The success and value of this conference will be determined by your work and accomplishments."

The conference evaluation format consisted of presenting the 1975 group session reports and of relating them to the objectives of the 1976 group sessions and to the conclusions and agreements reached by each group.

The Appendix includes an evaluation summary, evaluation by the groups, and a needs assessment.



Group Leaders

Group I:	Reading-Language Arts	Richard Bove *New York*
Group II:	Mathematics	Raul de la Rosa *Washington*
Group III:	Bilingual Education	Larry Jazo *Illinois*
Group IV:	Career Education and Awareness	Dan Pratt *North Carolina*
Group V:	Movement Education, Art, Music	Mrs. Marie C. Humbles *Virginia*
Group VI:	Preschool	Dr. Ulysses Horne *Florida*
Group VII:	Health Services	Frank Drummonds *Mississippi*
Group VIII:	Administrators	Dale Hilburn *Florida*
Group IX:	Librarians and Media Specialists	E. A. Spear *Alabama*
Group X:	Interagency Cooperation and Community Involvement	Benjamin Hollis *South Carolina*
Group XI:	Terminal Operators	Maxwell Dyer *Arkansas*

Workshop Participants by States

State	Number of Participants
Alabama	26
Arizona	1
Arkansas	4
California	1
Connecticut	1
Delaware	4
Florida	47
Georgia	37
Louisiana	1
Maine	1
Maryland	53
Massachusetts	4
Mississippi	11
New Jersey	1
New York	24
North Carolina	82
Pennsylvania	25
Puerto Rico	3
South Carolina	61
Tennessee	10
Virginia	109
West Virginia	7
U. S. Office of Education	9
Total	**522**

1975
RATIONALE

Because migrant children lead very mobile lives and come from cultural backgrounds distinctively different from mainstream children, their language arts needs often cannot be met in the regular classroom. It is our responsibility as educators to meet the needs of all children who come under our jurisdiction. A fundamental responsibility of the educational system is to teach children to read. To learn to read, one must first learn oral communication. Language development begins at birth for all children; however, not all children have equal opportunities for oral language development. When a child speaks Spanish or an English dialect as his native language he must be taught standard English to succeed in school. The development of the language process often can be expected when a personalized approach to instruction is used. The language arts program will provide instruction at the child's level of language/reading development. Such a program will relate to the world of work and will thereby make the child's learning of the basic skills realistic and relevant.

PRINCIPAL OBJECTIVES

1. To provide a language arts program stressing listening, speaking, reading, and writing.

2. To provide for the instruction of the child in reading English, using the child's dominant language as appropriate.

ACTIVITIES

Language arts activities for all migrant children shall include:

1. Language instruction including tutorial and small group activities in addition to classroom instruction.

2. Previous records reviewed for placement.

3. Teacher-made or criterion-referenced tests used to determine skill weaknesses.

4. Individualized instruction using:

   a. Teacher-made games.

   b. Tapes of programs about skills.

   c. Interest centers.

d. Duplicated materials for practice and review.

e. Commercial games.

f. Programmed instructional materials.

g. Reading labs.

h. Language arts activities correlating everyday experiences.

5. Exposure to developmental reading readiness and concept development skills.

6. Instructional activities which relate language concepts to occupational skill needs.

1976

Chairperson: Richard Bove
Recorder: Jean Bettencourt

Number in Group: 90

RATIONALE

To review and react to the skill sequence developed by the National Reading Skills Committee as a means of transmitting reading achievement information about migrant students.

PRINCIPAL OBJECTIVE

To reach agreement on a skill-centered "Reading Report Card" which will enable the receiving teacher to instruct the child to meet his individual needs.

ACTIVITIES

Review the history of the Migrant Student Record Transfer System (MSRTS) and availability of information on reading achievement.

Present skills sequence list for exchange of information and ideas to large group sessions.

At small group sessions use interchange and other individual participation to state additions to or deletions from the skills list used at the conference.

Appoint a recorder to report recommendations of each small group at the final large group session of the conference.

CONCLUSIONS AND AGREEMENTS

The concept of utilizing a basic skills list for transmittal of achievement information was unanimously accepted. Suggested changes were voted on for possible inclusion by the National Reading Skills Committee before the list is presented at the national migrant meeting.

Small group reactions to concerns, recommendations, and questions were voted upon. A tally of the votes showed a majority wanted:

1. To place "context" under readiness and vocabulary - at a lower level and a higher level in skills.

2. To place "sight" words under vocabulary.

3. To delete "configuration" as a skill.

4. To change "syllable structure" to "structure analysis".

5. To place "appropriate reading speed" under study skills as a concept and "skim-scan" as a skill under that.

6. To delete summary questions and arrows. They serve no purpose and create problems.

7. To express concern about the definition of critical reading.

8. To express concern about the oral language in readiness. It is needed with Spanish - speaking children.

9. To add idiomatic expressions under "Figurative Language."

10. To ask why is "Q" by itself? Why is it a final sound?

11. To express a need for an explanation of "explicit context clues."

12. To indicate there is a problem in marking word meaning (Spanish-speaking student knows how to read "clown", but connects no meaning; yet he can pass Algebra, etc.).

13. To express increasing concern about the influx of Viet Nam-Korean children into the population.

14. To ask why "Auditory Memory" was left out. . It is important to readiness.

15. To express concern for a need to better understand computer output. For example, an upper secondary student is marked P in short vowels. Will the computer say that he knows irregular vowels?

Computer Transmittal Record

READING

X Mark correct box for instructional level
X Mark before concept that is weak

R Readiness | P Primary (Grades 1-3) | I Intermediate (Grades 4-6) | S Secondary

FIELD: N=1	RPI				PIS			PIS
AREA: N=3	DECODING (Word Recognition, Analysis, Phonics)				COMPREHENSION (Meaning, Thinking)			STUDY SKILLS (Reading in Content Area)
CATEGORY: N=7	Readiness (A)	Consonants (B)	Vowels (C)	Syllable (L) Structure	Literal (E)	Inferential (F)	Vocabular (G)	
CONCEPT: N=43	_Visual Memory _Visual Discrim. _Auditory Discrim. _Sensori-motor _Alphabet _Context	_Initial _Final _Diagraphs _Blends _Endings _Sightwords	_Short _Long _R-L Controlled _Diphthongs _Diagraphs-Combinations	_Hearing Syllables _Using Syllables _Rootwords _Compound Words _Contractions _Prefixes _Suffixes	_Main Idea _Related Details _Classification _Sequence _Conclusion _Following Directions	_Main Idea _Related Details _Cause-Effect Generalizations _Figurative Language _Summarizing _Critical Reading _Predicting Outcomes	_Multiple Meaning _Time-Identity Signal Words _Word Meanings	_Skimming-Scanning _Following Directions _Chart, Graphs Map Reading _Locational Skills _Organizing

Mathematics

1975
RATIONALE

The mobility which characterizes the migrant family's way of life subjects the children to repeated interruptions in their learning experiences. They often are deprived of the opportunity to achieve a functional level of mathematical skill. It is important that they learn computational skills in order to cope with the demands of everyday living which require this knowledge. Interstate and intrastate cooperation is essential in providing continuity in instruction as well as uniformity within the evaluation system.

PRINCIPAL OBJECTIVES

1. To provide a math program based on individual needs to enable children to progress at a rate commensurate with their abilities and stages of developmental readiness.

2. To provide migrant students with opportunities to learn minimal computational skills.

3. To provide migrant children with the opportunities to improve their mathematical competencies through the use of manipulative materials and audiovisual aids.

4. To promote interstate communications, cooperation, and program continuity in all components of the migrant program.

ACTIVITIES

Migrant children shall be provided with these math activities:

1. Instruction in mathematics which includes tutorial and small group activities in addition to classroom instruction.
2. A review of their previous records to determine correct placement.
3. Use of teacher-made or criterion-referenced tests to determine skill weaknesses.
4. Individualized instruction in math using:
   a. Teacher-made games.
   b. Tapes of skills programs.
   c. Interest centers.
   d. Duplicated materials for practice and review.
   e. Commercial games.
   f. Programmed instructional materials.
   g. Math labs.
   h. Math activities correlating everyday experiences.
5. Exposure to developmental materials in math readiness and concept development skills.
6. Instructional activities relating math concepts to occupational needs.

1976

Chairperson: Dr. Edward Moran
Recorder: Donna Parinisi

Number in Group: 32

RATIONALE

Input from the people at the 1976 conference who are in direct contact with migrant children, will best serve students' personal needs, their mathematics needs, and will produce the best procedures for serving those needs.

PRINCIPAL OBJECTIVES

To revise and add to the interstate state plan developed in Orlando, Fla., in 1975.

To make participants aware of the mathematics skills list being field-tested by the Western Stream States.

ACTIVITIES

Raul de la Rosa, director, Washington Migrant Program, explained the current status of the skills program in regard to its incorporation in the MSRTS.

The group also was provided with a summary report explaining how the national math skills pre-pilot and pilot program is being designed and implemented in the Western Stream States. The chairman gave details of the provisions being made to obtain teacher input for validating the math skills in organization of skills, display and retrieval of detail, display of skills information, and the requirements which must be met before using the math skills information.

The mathematics group then divided into sub-groups in order to work on the first objective. The sub-groups and their subjects for discussion were:

1. What are the various ways to assess the needs of a migrant child?
2. What procedures can be utilized in getting parents to help their child with mathematics?
3. What kinds of inservice training can be provided for everyone who would improve migrant education?
4. Make recommendations for computer information.
5. List ways to promote interstate communications, cooperation, and program continuity in all components of education for migrant children.
6. Suggest possible instructional methods and materials.
7. Discuss objectives to be added or changed.

Bilingual Component of Migrant Education

RATIONALE

Children who do not speak English or share the cultural background of other children in their classrooms face difficult and sometimes overwhelming obstacles to learning. Some of these children have been inappropriately assigned to classes for the mentally retarded when the problem is not one of capacity to learn but rather lack of instruction in a language which they comprehend. The Bilingual Education Program offers a multilanguage approach which provides learning experiences in whatever language is necessary to continue and enrich the education of the migrant child.

PRINCIPAL OBJECTIVES

1. To advance the educational development of non-English speaking and limited English speaking migrant students by instructing them in their native language, especially in the areas of reading and math.

2. To provide opportunities for the educational development of non-English speaking and limited English speaking migrant students by providing English language instruction.

3. To enrich migrant students' understanding of their ethnic heritage by including information about their own history and culture, as well as American history and culture, in the learning activities.

4. To provide bilingual teachers and aides for non-English speaking or limited English speaking students.

5. To provide inservice training for all personnel dealing with migrant children.

ACTIVITIES

Bilingual activities include:

1. Programs which provide for participation of multilingual students.

2. Reading materials in both languages.

3. Materials with which to explore both cultural heritages.

4. Parents to be involved where their talents can contribute to classroom activities.

1976

Chairperson: Francis Gates Number in Group: 31
Recorder: Marian Robinowitz

RATIONALE

Due to the changes in the patterns of migrant movement, the East Coast Stream States only recently have begun to see the necessity for dealing with a large Spanish speaking population. Participants need to address themselves to ways to implement a bilingual, bicultural approach with the available resources.

Participants need to be provided with the opportunities to stimulate practices in screening, staffing, and educational planning used in migrant education, and demonstrations of learning activities for Spanish and/or English speaking migrant children.

OBJECTIVES

To provide the participants with process and product expansion of the Early Prevention of School Failure Program for English and Spanish speaking students.

To try to modify and expand the guidelines established in Orlando, Fla., so that they apply to the current needs of the Eastern Stream States.

To exchange ideas and resource information so that people from all states can profit from the experiences and knowledge of others.

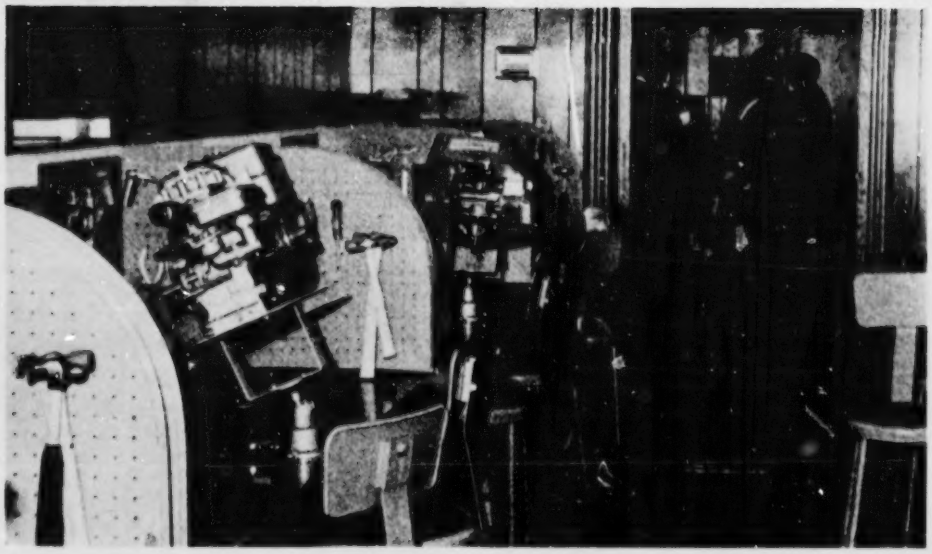
ACTIVITIES

Bilingual activities will be to:

1. Conduct an overview of program-history-elements-validation results.
2. Practice administering the screening instruments and staffing.
3. Practice demonstrating follow-up activities based on the screening data.

CONCLUSIONS/AGREEMENTS

The training of teachers to work with multicultural children is the most important aspect of the bilingual approach. If a bilingual teacher is not available, bilingual migrant aides should be recruited. Materials including books and teaching aids appropriate to the needs and abilities of the children should be used.



Career, Vocational, and/or Occupational Education

RATIONALE

Migrant students are able to achieve satisfactorily when their special needs are met. Their learning experiences are often fragmented and their opportunities restricted. They are unable to continue in programs which they have begun when the next schools do not offer the same programs. When migrant students do not experience success and a sense of achievement they find little relevance between their studies and their needs and often lose interest in remaining in school. Specialized programs are needed to provide skills which will improve students' employability. Continuity in supplemental prevocational and occupational training programs will create career awareness, provide the rudiments of occupational skills, provide a marketable skill, and serve to decrease the dropout rate because students will be able to understand how they will benefit by continuing their education.

PRINCIPAL OBJECTIVES

1. To provide opportunities through which the migrant student can learn to identify aptitudes, explore interests, and demonstrates abilities relating to the world of work.

2. To provide opportunities for the migrant student to explore career options.

3. To provide opportunities for the migrant student to acquire marketable skills in the career cluster of his choice.

4. To provide on-the-job training and work experience for which the migrant student will be paid.

ACTIVITIES

Employment related training includes:

1. Interdisciplinary teaching activities and instruments such as role playing, group sessions, interest inventories, and personality profiles to develop career awareness.

2. Multisensory learning activities such as field trips, media services, career days, and community resources to explore career options.

3. Marketable skills taught through instructional activities in occupational clusters, as identified by USOE, to assure continuity of interstate programs. Such activities include hands-on experiences, contact with resource personnel, and the use of MSRTS to transmit relevant information.

4. Provisions for on-the-job training and work experience for which the student will be paid.

   a. Job development includes community involvement, a needs assessment, and employee - counselor relations.

   b. Work experience involves skills development, preplacement counseling, employer-trainee relations, and job satisfaction follow-up.

1976

Chairperson: Dan Pratt Number in Group: 22
Recorder: Judy Andrews

RATIONALE

The migrant student achieves satisfactorily when his special needs are met. His learning experiences and opportunities are often restricted. Mobility has created a lack of continuity in educational programs for the migrant student, necessitating his placement in classes not relevant to his special needs. There is a need to provide awareness, career exploration, and specialized programs which can improve the student's employability in the career of his choice.

OBJECTIVES

The group agreed to devote time to:

1. Expand the rationale developed in Orlando.

2. Develop objectives for K-12 from the rationale.

3. Develop a list of activities from the objectives.

ACTIVITIES

Migrant students and students generally are confronted with problems, the scope of which we are just beginning to realize. We observe able, intelligent, migrant students dropping out of school, out of learning, because they become frustrated and defeated. In desperation and boredom, many are turning to crime, drugs, etc.

In an attempt to come to grips with the problem, the Interstate Committee on career Education met March 9-12, 1976 , at Virginia Beach, Va., and proposed numerous solutions designed to help establish an interstate framework for the continuity of career education for migrant students. The committee recommended that migrant students be provided with these opportunities:

1. To develop an awareness of the world of work.

2. To develop self-awareness as related to the family and to the community.

3. To develop responsibility for himself through field trips, media services, community resources, and role playing. (Multisensory learning activities will be used to develop career awareness.)

4. To explore career options.

5. To examine their feelings, attitudes, and abilities as related to the world of work. Interdisciplinary teaching activities will be implemented to develop career exploration and will include group sessions, field trips, community resources, hands-on experiences, interest inventories, and role playing.

6. To acquire those basic academic skills which are required for adaptability in the world of work. Instruction will be provided in the communicative and computational skills required for the adaptability in the world of work through individualized and group instruction, role playing, field trips, and counseling.

7. To receive interstate assistance in placement in programs of education or training, or in gainful employment after high school graduation or dropout. Implementation will be accomplished through the use of migrant student record transfer system with placement follow-up referral within individual projects. Placement resources are area employment leaders and records, a needs assessment of the local labor market, transfer of information for full use, and a listing of the availability of specific jobs.

CONCLUSION

The committee has outlined a gigantic task for career education and job placement. Success will depend upon the united efforts of all people concerned with migrant education.

We believe that the concept of career education, properly implemented, can make migrant education more relevant and more responsive to the needs and aspirations of the migrant population.

Some of us are fortunate in this nation. Nature has blessed us, but we shall surely squander our good fortune unless we keep searching for new ways to teach and learn.

Movement, Art, and Music

Chairperson: Mrs. Marie Humbles Number in Group: 24
recorder: Mrs. Eula Mizelle

SUMMARY

The Movement Education group met and followed the schedule set forth by the Seventh Regional Migrant Committee but decided against combining the three areas - music, art, and movement education. Participants and consultants felt that each subject area should be evaluated as a separate entity and that each subject needed specific objectives and skills to indicate their position in the total migrant school curriculum.

Each consultant gave pertinent information to the group showing the continuity and correlations that can and should be adopted and used by all migrant school curriculums. One important facet of each area is movement. Movement is important because it allows for individuality and for learning through disciplined experiences.

The three sub-groups - art, music, and movement education--began work on rationals for each area, but were unable to complete them in the alloted time.

Proposed Report Format (Sheet #1)

Chairperson: Tommy Yates Component: Movement Education
Recorder: Mrs. Eula Mizelle Number in Group: 28

RATIONALE

Movement education is a child-centered, success-oriented, problem-solving, and an action-designed program. This program involves movement and language experiences and is based on the fact that all children develop according to their own individual differences.

PRINCIPAL OBJECTIVES

1. To provide an opportunity for all migrant children to participate in movement experiences in a movement education program.

2. To provide the knowledge (through staff development) for the construction of an environment (physical and educational) for implementing a complete movement education program.

ACTIVITIES

All migrant children shall be provided with activities in movement education which develop:

1. Body awareness (what moves).

2. Space awareness (where it moves).

3. Weight or force awareness (how it moves).

4. Time awareness (when it moves).

5. Functional awareness (why it moves).

6. Manipulative awareness.

7. Rhythmic awareness.

CONCLUSIONS/AGREEMENTS

Movement education is a vital part of a child's total curriculum and should be offered as a part of the daily planned activities.

Group Report - Program Continuity (Sheet # 2)

Name of Component: Movement Education
Estimated Number of Students to be Served: 30 per teacher

Personnel Needed: Classroom teacher or movement education teacher.

Function: To serve as a catalyst for implementation.

Materials/Equipment Needed: Ropes, yarn balls, tires, bean bags, parachutes, hula hoops, and racquets.

Period of time during which program component will operate: September - May

ACTIVITIES

The list of skills and activities the group agreed should be provided for all migrant children is:

1. Body awareness.
2. Space awareness.
3. Weight awareness.
4. Time awareness.
5. Functional awareness
6. Manipulative awareness.
7. Rhythmic awareness.

Proposed Report Format (Sheet #1)

Chairperson: John Finney
Recorder: Bernice Marton
Component: Music
Number in Group: 28 to 30

Migrant children have been deprived of some musical activities and lack some skills as a result of their mobility, isolation, and socio-economic status. Music activities such as singing, listening, dancing, rhythm, and creativity should be provided for migrant children in order to extend their limited experiences and to help insure that they will have opportunities to acquire the attitudes of understanding and skills appreciation, and information necessary to function successfully as an integral part of the community and to enhance their personal growth.

PRINCIPAL OBJECTIVES

1. To help the migrant child to become aware of a variety of different songs for singing.

2. To prepare the migrant child to demonstrate his ability to discriminate between instruments and decide or recall his association.

3. To prepare the migrant child to demonstrate a naturalized ability to use dancing skills so that the performance becomes natural and smooth.

4. To prepare the migrant child to demonstrate his ability to apply 2/4, 3/4, 4/4, AND 6/8 + RHYTHMS.

5. To teach the migrant child to synthesize the content of at least one of the following: listening, dancing, singing, or rhythms in a creative form.

ACTIVITIES

Musical activities for migrant children should include:

1. Singing

   a. identify song

   b. recognize pitch

   c. sing sounds

2. Listening

   a. recognize instruments (woodwind, brass, etc.)

   b. high pitch, low pitch

3. Rhythm

   a. able to recognize 4/4, 2/4, 3/4, 6/8

4. Dancing

   a. movement

   b. naturalized rhythm

   c. creating own activities

CONCLUSIONS/AGREEMENTS

Music is to be treated separately and not combined with any other areas, such as cultural enrichment. The group felt that participation in musical activities extend the experiences of migrant children and aid in assuring them opportunities to acquire broad knowledge, understanding, appreciation, skills necessary to function as individuals in a complex society, and enhance personal development. They agreed to accomplish this through instruction in singing, listening, rhythm, dancing, and creativity.

Group Report - Program Continuity
(Sheet #2)

Name of Component: Music
Estimated Number of Students to be Served: 28 to 30

Personnel Needed: Music Specialist

Function: To be responsible for implementing all objectives

Materials/Equipment Needed:
Music room or multipurpose record players, tape recorders, chalkboard, piano, autoharps, rhythm instruments, resonant bells, flutes (song or flute-a-phone), guitar, audiovisual equipment.

Period of time during which program component will operate: June 1976 to August 1976, except in areas where local school districts differ.

Skills and activities which the group agreed were necessary to the education of migrant children:

1. Singing
2. Dancing
3. Listening
4. Rhythm
5. Creativity

Proposed Report Format (Sheet #1)

Chairperson: Mrs. Inez Wilson
Recorders: Mrs. Gladys O. Criss
Mrs. Betty D. Bulle

Component: Art
Number in Group: 22

RATIONALE

Throughout the world children have much in common. Very young children in all countries draw in much the same manner at similar age levels. They begin with scribbles, move to simple symbols, and progress to characteristic naturalistic interpretations.

Art for the migrant child should enable him to develop his creativity. Art is a means of improving self-awareness and self-concept, and stimulating worthwhile, satisfying feelings within.

Art is correlated with all the academic areas and should be planned according to children's interests, needs, and stages of development. It can provide a worthwhile use of leisure time in adulthood as well as in childhood.

PRINCIPAL OBJECTIVES

1. To provide children with the opportunities to find self-realization through the utilization of a variety of media. The tensions of the migrant child may find release in creative activities which can involve decision making.

2. To use art activities as a form of communication.

3. To present a variety of experiences to insure each child's finding his particular interests, whether they be at the sensory level of color, touch and vision, or at the level of techniques --- as in painting, drawing, and three dimensional work.

4. To organize activities designed to stimulate the grow th of the whole child not those which merely develop skill in manipulating art tools and equipment.

5. To stimulate the child's desire to improve his personal appearance and to create something of beauty to enhance his temporary home and surroundings.

Performance Skills

Skills which migrant children can be expected to display at specific ages during art activities are:

1. Has developed more control over his large muscles.
2. Responds favorably to a multisensory approach to learning.
3. Recognizes the parts of the body and how they move.
4. Can differentiate between objects through his senses.
5. Recognizes differences in animals, people, and objects.

Age Level, 6-8 years

1. Creates from a given stimulus: music, movement education, art.
2. Cover large areas with large drawings.
3. Has developed his muscular coordination to such a degree that he has primary control over a variety of media - large brushes, sponges, string, clay, and graphic material.
4. Knows the kinds of lines and uses them in his designs.
5. Uses imagination freely.

Age Level, 9-11 years

1. Knows the primary and secondary colors, the meaning of color, and its source.
2. Knows how to search for and select new patterns and textures to help express himself.

3. Has begun to "feel" perspective through space perception of near and far, and shows this feeling by placing objects and people higher or lower on the page; shows lightness and darkness of color as they advance or go into the distance.

4. Freely manipulates the paintbrushes.

5. Understands characteristics of clay and the background of its uses.

6. Gives and accepts criticisms.

7. Has learned to follow directions as a means of emotional growth.

8. Constructs imaginative people, animals, and objects.

Age Level, 12 years and over

1. Experiments with linear materials to create new forms.

2. Knows the difference between free form and geometric form.

3. Has made at least one construction using pure shape.

4. Realizes that true art is a personal experience.

5. Begins to note good design in pictures, posters, and objects.

6. Experiments with new methods.

7. Is conscious of harmony, rhythm, repetition, space, and relating them to movement education, music, and art.

8. Knows something about materials and their histories.

9. Likes to experiment with new and interesting ways of printing.

10. Knows the techniques involved in simple printing.

11. Recognizes famous works of art and musical scores; can identify the period of each.

CONCLUSIONS/AGREEMENTS

Art education is an integral part of any curriculum that is designed to meet the needs of the total child.

Preschool

1975
RATIONALE

The unique lifestyles and mobility of migrant families necessitate an educational environment responsive to the special needs of their young children. The Migrant Preschool Program places special emphasis on early assistance to their preschool children through experiences designed to foster the maximum development of the total child while respecting their unique needs, interests, and abilities. The extended-day curriculum is responsive to the needs of migrant children by offering a balanced and flexible program of planned activities appropriate to the children's social, emotional, physical, and intellectual levels.

PRINCIPAL OBJECTIVES

The Migrant Preschool Program is designed to create a stimulating and exploratory environment for total individual development of all young migrant children through the following objectives:

1. Health and Nutrition

   a. To provide medical examinations and treatment.

   b. To provide visual, auditory, and dental examinations and follow-up treatment.

   c. To provide emergency medical care when needed.

d. To provide necessary immunizations.

e. To provide a nutritious diet while in the program.

2. Language Development/Communication Skills

To provide individual learning activities for the duration of the preschool program so that each migrant child will have the opportunity to experience success in the language development and communication process skills as demonstrated by appropriate evaluation instruments. Such activities include.

a. Appropriate learning activities designed to enhance verbal and nonverbal communication skills.

b. Activities to meet bilingual needs.

c. Provision for corrective speech and hearing measures as necessary.

3. Social and Emotional Development

To provide the migrant child opportunities for self-involvement to help the child:

a. Develop positive concepts about his own abilities to create and learn.

b. Adapt his individual emotional make-up to his social environment.

c. Develop his strengths and cope with his limitations.

d. Love and appreciate his cultural heritage.

e. Become acquainted with people of a different cultural background, sex, race, age, and economic status.

4. Motor Development

To provide physical activities so that the migrant child's sensory-motor-perception will improve and grow in accordance with the developmental stages of the child. Growth will be measured through teacher observation and/or evaluation.

5. Parental Involvement

To provide an information program that will involve migrant parents in a variety of settings and choices for making decisions as measured by the extent of participation.

ACTIVITIES

Preschool activities for migrant children are to include:

1. Food Services

   All migrant children will be provided with USDA type A meals and snacks while involved in the instructional program.

2. Health Services

   The health services will be provided by the program after all other community and state resources have been exhausted.

3. Personnel

   As appropriate, multilingual personnel will be an integral part of the staffing pattern. Migrants will be employed whenever possible. The staff-child ratio should not exceed 1-4 for infants, 1-5 for 3 year olds, and 1-10 for 4 and 5 year olds.

1976

Chairperson: Dr. Ulysses G. Horne — Number in Group: 30
Recorder: Rebecca Strickland

Proposed Report Format (sheet #1)

Chairperson: Rebecca Strickland — Component: Early Childhood
Recorder: Margie Colton — Number in Group: 31 (a.m.) 21 (p.m.)

RATIONALE

In order to promote interstate cooperation and to ensure continuity, participants in the early childhood section agreed to begin developing basic skills which exemplify cooperative efforts.

PRINCIPAL OBJECTIVES

1. To establish a format and operational procedures for workshop sessions.
2. To refine the early childhood multistate plan produced in Orlando in 1975 during the Sixth Annual Eastern Stream Conference.
3. To develop a written list of basic skills in the four areas pertaining to early childhood education agreed upon by the group.
4. To list recommendations to be submitted to state directors for consideration and for implementation.

ACTIVITIES

Activities conducted by the participants to meet the group's objectives were:

1. Small group work sessions to develop basic skills.
2. Total group interaction.
3. Summary reports from small group sessions including a vote on each group of skills as presented.
4. Total group voting on recommendations.

CONCLUSIONS/AGREEMENTS

1. A list of skills for each of the four areas listed below was presented to the group and approved. The areas are:
   a. Communications skills.
   b. Physical development and motor coordination.
   c. Academic disciplines.
   d. Social and emotional development.
2. Recommendations were also agreed upon in each of the areas and are given below.

Early Childhood Recommendations

As representatives of the Eastern Stream early childhood educators, with a primary interest in effecting positive change in the quality of life for young migrant children, we, at this Seventh Annual Eastern Stream Conference ask that the chief of the migrant education program and state directors consider, evaluate, and act upon the following suggestions:

1. That the term "Early Childhood Education" replace the word "Preschool" in denoting those programs designed for children five years of age and under;
2. That the Eastern Stream directors begin to plan early childhood programs designed for children in their infant and toddler years where needed and to design methods of implementing them; and
3. That early childhood education programs for young migrant children emphasize adequate health care through coordination of services in cooperation with agencies responsible for such coordination.

Academic Disciplines

Headed by: Elizabeth Maxwell
Recorder: Elizabeth Warwick (S.C.)

With representatives present from five states (Florida, Maryland, South Carolina, North Carolina, and New York) time was spent discussing individual programs and group members' experiences. The group found that the average length of the migrant programs discussed ranging from six weeks to six months, group members participating in these programs were teachers, directors, aides, and coordinators, and that a variety of materials are utilized in the programs. Some of those discussed were "Alphatime," "Bilingual Reading Development System," "Let's Learn Language," and pre-reading skills.

After examination and discussion of the skills list for the academic disciplines presented by the Florida team, several additions were suggested and approved. A fifth category was added and entitled "Pre-Reading Skills". Included under that topic were:

L5 - attends to letter order ("no" is not the same as "on");

L5 - attends to letter orientation ("b" is not the same as "d");

L5 - attends to word detail ("take" is not the same as "tale");

L5 - distinguishes between initial consonant sounds;

L5 - recognizes rhyming words; and

L5 - makes rhyming words.

The discussion then turned to the interrelatedness of all disciplines in early childhood education. At the end of this discussion, the group decided that this made it difficult to establish specific skills under *particular* disciplines.

Under the heading of "initial Mathematical Concept and Process", one addition was made, L5 - counts to 20 (placed directly under L4,5 counts to 10), and under "How People Live and Work Together," L4,5 - awareness of holidays and seasons was added.

An important recommendation made by the group concerned the inclusion of a code for the computer printout to accompany the skills list indicating whether the child has mastered the skill in Spanish and/or English.

Social and Emotional Development

Early Childhood Education Basic Skills for Developing the Self-Concept of the Migrant Child

GOAL

To help the migrant child develop positive attitudes about his own abilities to create and learn through personal involvement.

OBJECTIVES

1. To help the migrant child develop an image of himself as a successful, worthwhile person by providing opportunities for the child to form a concept of his physical being through an awareness of his body and appearance and through expression of his ideas and feelings using art, music, literature, and dance as the forms of expression.
2. To assist him to adapt his individual emotional make-up to his social environment in the following ways:
   a. Given the opportunity the migrant child will work responsibly with another child, or within a group.
   b. Given the opportunity the child will contribute to the class.
   c. Given the opportunity the child will express his needs.
3. To assist the child to develop his strengths and cope with his limitations by:
   a. Recognizing and accepting the behavioral set limits for the group:
   b. Accepting responsibility for his own behavior.
   c. Recognizing his own strengths and limitations.
4. To encourage the child to love and appreciate his cultural heritage through:
   a. Participation in art, music, and cooking according to his cultural heritage.
   b. Stimulation to express his own cultural heritage.
   c. An attitude which demonstrates acceptance of his cultural heritage.
5. To provide opportunities for the child to become acquainted with people of different cultural backgrounds, sex, races, ages, and economic status so that the child will feel free to participate in the activities of other cultural groups, will become acquainted with various features of other cultures, and will recognize that although people may vary in cultural backgrounds, sex, race, age, and economic status, they have the same basic needs.

Physical Development and Motor Coordination

Refinement of Sixth Annual Eastern Stream Interstate Plan:

1. Stress the importance of home-school relationship.
2. Add other basic concepts such as math and science to the principle objectives.
3. Revise social and emotional development to read: "The migrant child through personal involvement and learning activities will be encouraged to. . . ."

Motor Skills

The group requested that the following skills be added to the list of motor skills:

1. Jumping
2. Climbing
3. Pedaling
4. Pushing
5. Pulling
6. Hopping

Health

1975
RATIONALE

In order to provide maximum educational opportunities for each migrant child, the health program will provide adequate health services in identification, treatment, and prevention of disease; staff development; and parental education.

PRINCIPAL OBJECTIVES

1. To provide for the identification of health problems of the migrant child within the first three weeks after enrollment by using standard health measurement criteria and MSRTS health data.

2. To provide for the medical and dental follow-up and/or referral of health problems as identified through existing medical resources.

3. To provide for the treatment and/or referral of emergency health problems as they occur through utilization of existing resources.

4. To provide for the transmittal of health information by program staff members through utilization of the MSRTS immediately upon completion of the services.

5. To provide for preventive services involving all migrant children, parents, and staff members on a continuing basis by utilizing all available resources.

6. To provide three weeks prior to the fall opening of school health in-service education programs for the migrant staff members currently employed and continuing in-service training through the project year. The health personnel will conduct the programs using local guidelines.

ACTIVITIES

The following activities shall be conducted to insure adequate health care for migrant children:

1. Acquisition of the child's medical history through parents, records, and MSRTS forms.
2. Screening for health problems by checking height, weight, dental needs, vision, hearing, speech, skin, scalp, and congenital abnormalities.
3. Working with parents, teachers, health service personnel, and others to enhance the delivery of health services to migrant children.
4. Identification and utilization of available medical and dental resources with referrals of suspected emotional problems to the proper service.
5. Arranging for transportation of the child to receive some health services.
6. Scheduling necessary immunizations.
7. Scheduling physical examinations including laboratory tests.
8. Arranging for the treatment and follow-up care of existing problems.
9. Encode and report information including updating of MSRTS.
10. Record and report information including updating of MSRTS.

1976

Chairperson: Frank Drummonds
Recorder: Susan Clark

Number in Group: 25

OBJECTIVES

1. To review the Orlando report and concur or disagree with the objectives listed.
2. To identify health services which are common to all states in the Eastern Stream, and attempt to formulate a plan which will coordinate health efforts among the Eastern Stream States.
3. To provide information about MSRTS procedures as they apply to health services.
4. To provide general information and resource materials on such health areas as screening and in-service health workshops.
5. To review special problems which inhibit administration of health services in the Eastern Stream and make appropriate recommendations for remediation.

Report Number One

The health services personnel reviewed the objectives for health services as listed on page 10 in the Orlando report. The group concurred with objectives 1,2,4, and 6 as written.

However, on objectives 3 and 5 the following suggestions were made to aid clarification:

OBJECTIVE 3: "Resources for treatment" generally refer to such agencies as the county health departments, civic groups (e.g. Lions Club), Crippled Children's Service, and organizations such as the Migrant Farm Laborer's Association.

OBJECTIVE 5: "Parentative services" for parents refer to verbal communications between parents and health personnel, use of local health agencies, and indirect results achieved by providing specific services to migrant children.

In discussing the activities listed on pages 10-11 in the Orlando report, the health personnel concurred on numbers 1, 3, and 4. The participants emphasized; however, that on numbers 6 and 7, the key word is **provide**, which implies that the nurses themselves do not actually have to do this.

On objective 5 the point also was made and agreed on that arrangements to **provide** transportation be made.

Concern was voiced by the group that many of them are not covered by their regular insurance policies when they are transporting children during work hours or when transporting children for which they receive reimbursement.

Suggestions were made that probably the school district could assume responsibility for the insurance or that joining the State Education Association could provide some security.

The health personnel unanimously voted to delete the words "when feasible" from activity 8, the rationale being that "follow-up" does not necessarily imply physical follow-up but may be accomplished by entering on the blue MSRTS form.

RECOMMENDATIONS

1. All referrals by instructional or other personnel should be made in writing to the health personnel. The health personnel should in turn inform the person making the referral of any action taking.
2. Establish some procedure to clarify communications between health personnel and terminal operators with regard to data reworded on the computer.
3. The health services personnel recommended establishment of a procedure to force inclusion of certain types of health infromation—specifically, immunization information—on the blue MSRTS forms.
4. The health personnel should be asked for input in developing the budget, specifically budget line items in the health category, and input also in the administration budget such as treatments, corrections and services, and health procedures.
5. The health personnel feel that the services of a registered nurse in each school district are needed to more efficiently facilitate the services of the health program.
6. The health personnel recommend removal of the item, "The following items are not recommended as routine" from the blue MSRTS form.

Administrators

RATIONALE

The Migrant Education Administrators' meeting as a group at the Seventh Annual East Coast Interstate Conference, held on March 7-12, 1975, produced a landmark document in interstate cooperation. Pursuant to providing continuity of education for migrant children, as mandated by P.L. 93-380, a flexible framework was established to commit the East Coast States to write, and to facilitate the process of writing, a truly Interstate State Plan. This plan is intended to offer each state a document which will accomplish interstate cooperation.

PRINCIPAL OBJECTIVES

James A. Scruggs, group recorder, introduced Dale Hilburn, the chairman, who gave the two group objectives:

1. To identify states sharing high numbers of migrant children using information from the MSRTS (attachment A).

2. To prepare a uniform State Plan using the East Coast Interstate Plan for Migrant Children prepared at the Sixth Annual East Coast Regional Conference at Orlando in 1975 (attachment B).

PARTICIPATION

Participants introduced themselves. Eleven states were represented: Georgia, Florida, Tennessee, Pennsylvania, South Carolina, North Carolina, Mississippi, Maryland, Puerto Rico, Virginia, and West Virginia.

ACTIVITIES

Mr. Hilburn presented the East Coast Interstate Plan which precipitated a discussion. Joseph Bertoglio, Education Program Specialist, U.S. Office of Education, then proceeded, step by step, to fill out state application form HEW608T.

The questions aked Mr. Bertoglio by group participants concerned state responsibility, application process, and state level application responsibility. The prepared tracking data from the MSRTS was presented by Mr. Scruggs. This data showed the minimum number of children shared by each state. After some discussion, participants indicated that the states listed below should cooperate more closely in preparing State Plans:

STATES	STATE THAT SHARED THE HIGHEST NUMBER OF CHILDREN
1. Georgia	Florida
2. Florida	All states
3. Tennessee	Florida
4. Pennsylvania	Florida
5. South Carolina	Florida, Virginia, North Carolina, Maryland
6. North Carolina	Florida
7. Mississippi	Florida
8. Maryland	Florida, North Carolina, Pennsylvania
9. Puerto Rico	Florida, New York
10. Virginia	Florida
11. West Virginia	Florida

Evaluation of Group Participation

1. Some participants had "no" experience in preparing and submitting State Plans.
2. Some participants did not know the intent of the session.
3. Some participants were very new to Migrant Education.
4. Some participants only had interest in the local project level.
5. All participants were capable and willing.

CONCLUSIONS AND AGREEMENTS

It was apparent to the administrators that Florida is a base state and should enter into close cooperation with all listed states. The group agreed that one person from each state would take a copy of the State Plan developed to give to the State Director for use as reference when writing the State Plan "FY '77." The plan consists of the completed HEW 608T forms, the East Coast Stream State Plan, and examples of performance objectives, approved activities, and an evaluation format.

Librarians and Media Specialists

Chairperson: E. A. Spear
Recorder: Louise Freeman

Number in Group: 20

CONFERENCE ACTIVITIES

1. Film strip presentations and over head projector demonstrations were given by the Florida group.

2. Reports were given of media operations in Florida and Georgia.

3. Committee assignments were given to work on rationale, principal objectives, and activities.

CONCLUSIONS/AGREEMENTS

A general discussion by the entire group established the following conclusions and agreements:

1. Materials/Equipment Needed: A variety of materials and equipment will be made available to supplement existing programs. Using the standards of the ALA/AECT/NAVA, national media programs, as guidelines, materials and equipment may be selected according to the needs to each area.

2. Period of time during which program component will operate: July 1—August 30.

3. The skills and activities agreed upon by the group included: in-service production of materials, establishment of criteria for the selection of material and the process to be used, inclusion of all media services in the program, recognition that differences in the certification of media personnel vary from state to state, and expressed the need for teachers to be trained in the operation and maintenance of media equipment.

Library/Media

RATIONALE

Because of their mobility, migrant children lack many of the common experiences of their non-mobile classmates. To bridge this gap a great demand exists for assistance with media utilization, for loan of equipment, and for instructional materials. The Migrant Education Eastern Stream Region, to meet this demand is establishing a Media Resource Program to supplement the existing media services in states serving migrant children.

Research has proven that the multisensory approach to instruction is necessary in the education of migrant children. In addition, curriculum modification in the Eastern Stream states requires a fully integrated organization of instructional materials, services, and learning resources.

The purpose of the Media Resource Program is to provide services, personnel, equipment, and materials to assist Eastern Stream states' migrant instructional personnel in carrying out curriculum objectives. These services will help to meet the total educational needs of migrant students at all levels. For the purpose of this rationale "media" includes printed and non-printed materials.

OBJECTIVES

1. To provide training and/or experience for migrant education personnel through workshops conducted, upon request, on: selecting, evaluating, and previewing media; media utilization, which includes operation and maintenance of equipment; production techniques; and display of commercial and teacher-made materials with demonstrations of their proper use.

2. To provide for migrant children a learning environment which includes the materials created by teachers using the production equipment and techniques. Production services available will be:

   a. Transparencies--Composition and Overlays
      1) Hand made transparencies
      2) Thermal
      3) Dry photo
      4) Color lift
   b. Mounting Techniques
      1) Dry mounting
      2) Wet mounting
   c. Laminating techniques
   d. Lettering techniques
   e. Display and bulletin board production
   f. Photo--duplication
   g. Language master card production
   h. Photo--copying techniques
   i. Video and audio recording and playback
   j. Special instructional materials production

3. To provide experiences for migrant children through utilization of a list of available media.

4. To provide a variety of functional activities to support all migrant program academic subjects, and to set up centers for personalizing instruction for migrant children through the utilization of appropriate media.

5. To disseminate information to school personnel in migrant education in the Eastern Stream states to give them a basic knowledge of the total migrant program.

6. To provide the personnel necessary to insure implementation and continuation of the Eastern Stream Media Resource Program. The program will be monitored to assure compliance with the program guidelines.

ACTIVITIES

Activities to enlarge the Media Resource Program for migrant children should include staff development, production of media, circulation of materials and equipment, program awareness, and administration of these activities, which include the following components:

1. **Staff Development**
   a. Pre-service
   b. In-service
2. **Production of Media**
   a. Print
   b. Non-print
3. **Circulation of Media**
   a. Print
   b. Non-print
   c. Equipment
4. **Program Awareness**
5. **Administration**

PERSONNEL

Personnel qualifications will follow the guidelines of the systems in which the staff members are employed. Size of the staff will depend upon the needs of the individual media program and the territory being served.

Designations of personnel in the media program and their functions are:

Personnel	**Functions**
Director	Coordinate the total efforts of the Eastern Stream Media Resource Program

Media Specialist	1. Supervise and assist in coordinating activities, media personnel, and in-service training. 2. Make suggestions for selection and purchase of equipment and materials. 3. Work with consultants, teachers, and other migrant personnel in the selection and use of equipment and materials.
Media Aide	1. Assist the media specialist as required. 2. Assist with: a. Media circulation services. b. Production services such as lamination, duplication of materials, and other projects as assigned.
Clerk/Typist	1. Perform clerical duties as needed. 2. Assist with: a. Cataloging b. Processing of materials c. Scheduling and filling orders for materials.

MATERIALS AND EQUIPMENT AVAILABLE

A variety of equipment and materials will be made available to supplement those in existing programs.

Using the standards of the ALA/AECT/and NAVA media programs as guidelines, materials and equipment will be selected according to the needs of each system.

CONCLUSIONS OR AGREEMENTS

1. The Migrant Eastern Stream States should be surveyed to determine the media services, materials, and equipment now available through the migrant programs. This data should be used to formulate plans for expanding the existing programs and for providing continuity of programs throughout the Eastern Stream.

2. The Library/Media Service should continue its cooperative planning at the Migrant Education Eighth Annual Eastern Stream Regional Conference.

Interagency Cooperation and Community Involvement

1975

RATIONALE

The learning experiences of the child are affected not only by what takes place in school, but also by influences outside of the school. The migrant child's educational and environmental experiences are often interrupted during the school year. Therefore to support the educational programs provided for the migrant child in the school setting, assistance beyond that normally provided is needed to meet individual needs and insure maximum benefit from educational experiences.

PRINCIPAL OBJECTIVES

1. To identify in individual schools all migrant children who are eligible for participation in the migrant education program.
2. To provide goods and services to migrant families.
3. To assist in development and implementation of effective parental involvement.
4. To promote community awareness of the migrant education program.
5. To improve the life of the migrant child by facilitating the delivery of health services to them.
6. To inform the migrant family of available health services.
7. To assist in providing continuity of health services through intrastate and interstate communications.
8. To enroll every identified migrant child in the Migrant Student Record Transfer System.
9. To insure proper utilization of the MSRTS.
10. To assist in promoting continuity of community services through interstate and intrastate cooperation.
11. To gather enrollment, educational, and health data from the school for the Terminal Operator.
12. To identify eligible migrant children already enrolled in the schools.

ACTIVITIES

All state agencies will design activities according to their individual needs in meeting the above objectives. The appropriate personnel will be employed to carry out the activities and fulfill the objectives.

Parental Involvement

RATIONALE

Parents are responsible for educating their children; their involvement is critical to children's educational success. Therefore, parental involvement must be an integral part of program planning, implementation, and evaluation in migrant education. Parental involvement is essential to migrant education for participation offers the opportunity to help the children improve their self-concepts. Parental involvement also provides lines of communication by which needs may be identified and cooperation may be enlisted in improving performance levels of children. Parental participation serves to facilitate dissemination of information, enrich the curriculum, and further the integration of the migrant family into the community.

PRINCIPAL OBJECTIVES

1. To organize Parent Advisory Committees at levels that will help to identify the unique needs of the migrant child.

2. To encourage parents to participate in activities which will improve the migrant child's self-concept.

3. To increase the flow of information, cooperation, and the integration of the migrant family into the community through parental participation.

4. To improve the migrant child's level of performance by establishing lines of communication using the dominant language of the family in exchanges of information between the school and the home.

ACTIVITIES

The following activities will be conducted to involve parents in the migrant education program:

1. Parent Advisory Committees will be formed at the appropriate levels.

2. Communications with parents will use appropriate native language. Bulletins, flyers, and announcements through the public media will be utilized.

3. To assist the migrant family adjust to the new community, home visitations will be made and surveys conducted to determine areas of special need.

4. Open house will be held at the school and parent conferences scheduled to review the child's school efforts.

5. Parents will be invited to serve as aides or volunteers, assist in recruiting, become community or curriculum resources, and participate in P TA and other community groups.

6. The program will assist in obtaining special services relating to adult instruction.

7. Tours of the community will be conducted and invitations extended for community participation.

INTERAGENCY COOPERATION AND COMMUNITY INVOLVEMENT

1976

Chairperson: Benjamin Hollis
Recorder: Beverly Dore

Number in Group: 53

GOAL

The ultimate goal of this group was to focus on promoting interstate cooperation and ensuring continuity of interstate programs for migrant children.

Since interstate cooperation may be contingent upon the feasibility and effectiveness of interagency cooperation, two states, Massachusetts and South Carolina, gave presentations showing the utilization of various agencies within the state to obtain maximum effort in providing services for migrant families. This sharing of information concerning **intrastate** services, it is hoped, will serve as a frame-of-reference for an interstate plan for continuing services to migrant families.

The group also worked in three subgroups to outline strategies for reaching the goal. They were:

Group I: Interagency Involvement
Group II: Parental Involvement
Group III: Community Involvement

INTERAGENCY COOPERATION AND COMMUNITY INVOLVEMENT SOCIAL EDUCATOR/RECRUITER

Chairperson: Charles Tarrant Number in Group: 11
Recorder: Nancy Lantz

RATIONALE

The learning experiences of the child are affected not only by activities which take place in the school, but those which take place outside of the school. The migrant child's educational and environmental experiences are often interrupted during the school year. Therefore, to support the numerous educational programs provided by the schools, more assistance than that normally provided is necessary. This broad variety of programs is provided in an effort to meet the child's needs and to help him benefit fully from his educational experiences.

PRINCIPAL OBJECTIVES

1. To identify all migrant children who are eligible for inclusion in the migrant education program.
2. To provide goods and services to migrant families.
3. To assist in development and implementation of effective parental involvement.
4. To promote community awareness of the migrant education program.
5. To provide for all of the social and medical needs of the child.
6. To assist in providing continuity of health services through intrastate and interstate communication.
7. To gather enrollment, educational, and health data to be delivered to the terminal operator insuring proper utilization of the MSRTS.
8. To identify eligible migrant children already enrolled in the schools (such as five-year-old migrants).

ACTIVITIES

Activities to promote maximum interagency cooperation and community involvement to meet all of the needs of the migrant child shall include the following:

Objective #1

1. An informal census of migrant children in the school.
2. Information obtained from growers about families working for them.
3. Door to door canvasses.
4. Contacts with the crew leaders.
5. Visits to migrant camps.

6. Working cooperatively with the schools.
7. Contacts with community resource persons.
8. Cooperation with the interstate department of education.
9. Contacts with probable sources of employment.

Objective #2

1. A clothes closet organized for emergency clothing needs.
2. Assistance with the application of food services and medical attention.
3. A referral service for agencies (jobs, houses, etc.).
4. Dental care.
5. Eye examinations and glasses when needed.
6. Aid with hearing screening.
7. A hot meal program.
8. Day care services.
9. Assessment of needs followed by appropriate referrals (needs, special education, etc.).

Objective #3

1. Visits to homes to develop good relationships.
2. Advisory committee of parents.
3. Help parents to become more familiar with community agencies by providing information.
4. Periodic parental meetings.
5. Employ parents or ask them to volunteer to help in the schools as aides, etc.
6. Have teachers go to families instead of parents coming to teachers.
7. Have parents go on field trips.
8. Have programs closer to or in the camps, instead of far away.

Objective #4

1. Newspaper articles and pictures.
2. Radio news stories and coverage.
3. T.V. news items and coverage.
4. Pamphlets about program and auxiliary services distributed.
5. Programs of films and slides presented in the community.
6. Churches approached for all types of assistance.
7. Clubs and organizations approached for volunteer assistance.
8. Community agencies requested to provide their services for migrant families.
9. Community meetings held with migrant families and community residents present.

Objective #5

1. Make a needs assessment.
2. Work with health department and health nurses (medical, dental, hearing, eyes, etc.).
3. Make referrals to and contact private agencies and/or organizations (Lions Club, Commission for the Blind, Churches, Rotary Clubs, Migrant Ministries).

Objective #6

1. Make sure all pertinent health information is included on MSRTS.
2. Contact health personnel or social educator at next migrant stop, if known.
3. Send for MSRTS as soon as migrant child enrolls in your school system.

Objective #7

1. Verify all vital information (birth certificate, etc.).
2. Code all information correctly.
3. Update all information.
4. Explain MSRTS to parents, schools, and other agencies.
5. Explain the Buckley amendment.

Objective #8

1. Have a meeting of migrant students in the schools.
2. Check the last former addresses.
3. Check students in bilingual programs.
4. Do a census or student information sheet—check "occupation".

List of agencies which can be utilized for this component of the migrant education program:

Department of Social Services
Health Department
Food Stamps
Division of Family Services
Division of Housing Services
Churches
Community Action Programs (C.A.P.)
VISTA
Private Industries
Department Stores
Farm Labor Groups
W.Y.C.
Migrant Legal Aide
Migrant Ministries
Department of Labor
Department of Agriculture (USDA)
Equal Opportunity Counsel
Employment Commissions
Model Cities
Community Clubs and Organizations
State Universities and Colleges
Parks and Recreation
Recreation
Library
Alcoholic Anonymous
Drug Abuse
Mental Health
Law Enforcement
Unions
OSHA
Media (public and private)
Interstate Department of Education Cooperation

Parental Involvement

Chairperson: John Murtagh Number in Group: 17

RATIONALE

Parents are responsible for educating their children; their involvement is critical to children's educational success. Therefore, parental involvement must be an integral part of program planning, implementation, and evaluation in migrant education. Parental involvement is essential to migrant education for participation offers the opportunity to help the children improve their self-concepts. Parental involvement provides lines of communication by which needs may be identified and cooperation may be enlisted in improving performance levels of children. Parental participation will serve to facilitate dissemination of information, enrich the curriculum, and further the integration of the migrant family into the community.

New federal regulations require each state to establish a Parent Advisory Council consisting of parents, and of appropriate representatives of migrant children who will be involved in the planning, operation, and evaluation of the state programs and local projects.

PRINCIPAL OBJECTIVES

1. To organize Parent Advisory Committees at the state and local levels with a majority of the membership chosen from parents of migrant children, to help identify the unique needs of the migrant child.

2. To encourage parents to participate in activities which will improve the migrant child's self-concept.

3. To integrate migrant families into the community through parental participation in the migrant education program. The project administrator is responsible for establishing the methods of integration.

4. To improve the migrant child's level of performance by establishing lines of communication between school and home and by using appropriate language when communicating.

5. To involve parents of migrant children in the planning, implementation, and evaluation of each state and local project.

ACTIVITIES

To achieve involvement of migrant parents the following activities will be conducted:

1. A Parent Advisory Council will be formed at the state level and at each local project level.

2. The program will assist in procuring special services relating to the needs of migrant families.

3. Parents will be encouraged to participate in tours of the community and other cultural and recreational activities when the opportunities arise.

4. Communications with parents will use their dominant language and bulletins, flyers, and announcements through the public media will be utilized.

5. To assist the migrant family in adjusting to the new community, home visitations will be made and surveys conducted to determine areas of special need.

6. Open house will be held at the school and parent conferences scheduled to review the child's school efforts.

7. Parents will be invited to serve as aides or volunteers, assist in recruiting, become community or curriculum resources, and participate in P-TA and other community groups.

COMMUNITY INVOLVEMENT

RATIONALE

The breakdown in communications between the migrant population and the community necessitates dissemination of information concerning the availability of supportive services for migrant students.

PRINCIPAL OBJECTIVES

To identify activities and services of all local, state, and national agencies providing services for migrant students and their families prior to the arrival of the migrant workers.

To provide for supplemental cultural and enrichment experiences to meet the needs of migrant families.

ACTIVITIES

Employ the services and cooperation of the following agencies and organizations to assure community involvement in the program:

Local and state employment agencies
Salvation Army
Chamber of Commerce (C.A.P.)
Churches
Goodwill Industries
Food Stamp Office
Rehabilitation and Vocational Centers
State Mental Health Centers
Division of Family Services
Elk Orders
Pilot Clubs
Kiwanis Clubs
Veterans Administrations
Local Health Department
Sororities
Fraternities
Jaycees
Lions Clubs

Terminal Operators

Chairperson: Gene Donn Number in Group: 25

RATIONALE

The primary responsibility of terminal operators is to transfer the educational and health data on migrant children from school personnel to the centralized depository in Little Rock, Ark. However, because unique knowledge, training, and qualifications are needed for the position, terminal operators may be required or asked to serve in a multiplicity of roles. Due to different procedures used in each state, the assistance provided by terminal operators may vary greatly.

In order to better prepare themselves for the demands of the position, the terminal operators are making a concerted effort to obtain more detailed information about the reports provided to the states by the central depository. This additional training will make it possible for the operators to give further assistance to school, state, and regional personnel working with migrant children. By serving as resource people, the operators perform a tremendous service to all personnel involved in the migrant program.

ACTIVITIES

Conference activities of terminal operators included:

1. Presentation of changes relative to MSRTS made in Little Rock at the central depository.

2. In-depth discussions were held pertaining to state reports, EVR and ISMS reports from the national data bank, and various other reports emanating from Little Rock.

Evaluation Summary

Participation in the Seventh Annual Eastern Stream Regional Conference for Migrant Education may well have made some "landmark decisions" for education. The agreements made to utilize standardized basic skills lists in preschool education and reading will eliminate the time lost from instruction caused by lack of agreement, and create program continuity and cooperation between states which heretofore nas been theory. The presentation of the pilot program in mathematics may well lead to the same ultimate conclusion—standardization.

In every group, decisions were made concerning uniformity of programs, services, and practices that are common to all migrant programs. The review of the 1975 Eastern Stream Interstate Plan resulted in all participants actively cooperating to accept the challenge to refine and expand the multi-state plan produced at the 1975 Eastern Stream Regional Conference. The interchange of thinking, plans, programs, demonstrations, speakers, and organization gave conference participants the opportunity and inspiration to develop the tools with which to implement the objectives set forth at the 1975 conference.

The "Individual Evaluation Sheets" indicated the approval of participants on a one to five scale with the first choice (No. 1) as "outstanding". Group results are listed below in the same order as groups were numbered for the conference. They are:

Group I:	Reading-Language Arts	2.11
Group II:	Mathematics	2.87
Group III:	Bilingual Education	2.70
Group IV:	Career Education and Awareness	2.20
Group V:	Movement Education, Art, Music	1.93
Group VI:	Preschool	1.38
Group VII:	Health Services	1.80
Group VIII:	Administrators	2.54
Group IX:	Librarians and Media Specialists	2.25
Group X:	Interagency Cooperation and Community Involvement	2.32
Group XI:	Terminal Operators	1.76
TOTAL CONFERENCE EVALUATION		2.15

As noted on some of the evaluation sheets, this survey may have been presented too late in the conference to be as effective as desired. While 401 persons participated on Wednesday afternoon, only 205 were present at the final group session when the evaluation was completed.

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GROUP EVALUATION SHEET
EASTERN STREAM MIGRANT CONFERENCE
Virginia Beach, Virginia
March 10-12, 1976

Session Title **Reading-Language Arts**

Staff Position

1. Teacher	_____	6. Clerical	_____
2. Aide	_____	7. Support Service	_____
3. Head Teacher	_____	8. T.O.	_____
4. County Staff	_____	9. Regional Staff	_____
5. Administrator	_____	10. Other (List)	_____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion of your group session:

1—outstanding 2—above average 3—adequate 4—inadequate 5—poor

1. STATEMENT OF OBJECTIVES OF SESSION. (How clear were the objectives made at the beginning of the session? e.g., Overview? Tasks to be accomplished? etc.) 1 (2) 3 4 5
2. PRESENTATIONS AT SESSIONS. 1 2 (3) 4 5
3. PROCEDURES. (Did participants have the opportunity for interaction and participation?) 1 (2) 3 4 5
4. CONTENT. (Did the sessions give you valuable information and a unsable process for implementation?) 1 2 (3) 4 5
5. ACCOMPLISHMENT OF STATEMENT OF OBJECTIVES OF SESSION. (Did sessions meet the stated objectives?) 1 (2) 3 4 5
6. SUGGESTIONS AND COMMENTS:

GROUP EVALUATION SHEET
EASTERN STREAM MIGRANT CONFERENCE
Virginia Beach, Virginia
March 10-12, 1976

Session Title **Mathematics**

Staff Position

1. Teacher	_____	6. Clerical	_____
2. Aide	_____	7. Support Service	_____
3. Head Teacher	_____	8. T.O.	_____
4. County Staff	_____	9. Regional Staff	_____
5. Administrator	_____	10. Other (List)	_____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion of your group session:

1—outstanding 2—above average 3—adequate 4—inadequate 5—poor

1. STATEMENT OF OBJECTIVES OF SESSION. (How clear were the objectives made at the beginning of the session? e.g., Overview? Tasks to be accomplished? etc.) 1 2 (3) 4 5
2. PRESENTATIONS AT SESSIONS. 1 2 (3) 4 5
3. PROCEDURES. (Did participants have the opportunity for interaction and participation?) 1 2 (3) 4 5
4. CONTENT. (Did the sessions give you valuable information and a usable process for implementation?) 1 2 (3) 4 5
5. ACCOMPLISHMENT OF STATEMENT OF OBJECTIVES OF SESSION. (Did sessions meet the stated objectives?) 1 2 (3) 4 5
6. SUGGESTIONS AND COMMENTS:

GROUP EVALUATION SHEET
EASTERN STREAM MIGRANT CONFERENCE
Virginia Beach, Virginia
March 10-12, 1976

Session Title **Bilingual Education**

Staff Position

1. Teacher	_____	6. Clerical	_____
2. Aide	_____	7. Support Service	_____
3. Head Teacher	_____	8. T.O.	_____
4. County Staff	_____	9. Regional Staff	_____
5. Administrator	_____	10. Other (List)	_____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion of your group session:

1—outstanding 2—above average 3—adequate 4—inadequate 5—poor

1. STATEMENT OF OBJECTIVES OF SESSION. (How clear were the objectives made at the beginning of the session? e.g., Overview? Tasks to be accomplished? etc.) 1 2 (3) 4 5
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4. CONTENT. (Did the sessions give you valuable information and a usable process for implementation?) 1 2 (3) 4 5
5. ACCOMPLISHMENT OF STATEMENT OF OBJECTIVES OF SESSION. (Did sessions meet the stated objectives?) 1 2 (3) 4 5
6. SUGGESTIONS AND COMMENTS:

GROUP EVALUATION SHEET
EASTERN STREAM MIGRANT CONFERENCE
Virginia Beach, Virginia
March 10-12, 1976

Session Title **Career Education and Awareness**

Staff Position

1. Teacher	_____	6. Clerical	_____
2. Aide	_____	7. Support Service	_____
3. Head Teacher	_____	8. T.O.	_____
4. County Staff	_____	9. Regional Staff	_____
5. Administrator	_____	10. Other (List)	_____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion of your group session:

1—outstanding 2—above average 3—adequate 4—inadequate 5—poor

1. STATEMENT OF OBJECTIVES OF SESSION. (How clear were the objectives made at the beginning of the session? e.g., Overview? Tasks to be accomplished? etc.) 1 (2) 3 4 5
2. PRESENTATIONS AT SESSIONS. 1 (2) 3 4 5
3. PROCEDURES. (Did participants have the opportunity for interaction and participation?) 1 2 (3) 4 5
4. CONTENT. (Did the sessions give you valuable information and a usable process for implementation?) 1 (2) 3 4 5
5. ACCOMPLISHMENT OF STATEMENT OF OBJECTIVES OF SESSION. (Did sessions meet the stated objectives?) 1 (2) 3 4 5
6. SUGGESTIONS AND COMMENTS:

GROUP EVALUATION SHEET
EASTERN STREAM MIGRANT CONFERENCE
Virginia Beach, Virginia
March 10-12, 1976

Session Title **Movement Education, Art, Music**

Staff Position

1. Teacher	_____	6. Clerical	_____
2. Aide	_____	7. Support Service	_____
3. Head Teacher	_____	8. T.O.	_____
4. County Staff	_____	9. Regional Staff	_____
5. Administrator	_____	10. Other (List)	_____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion of your group session:

1—outstanding 2—above average 3—adequate 4—inadequate 5—poor

1. STATEMENT OF OBJECTIVES OF SESSION. (How clear were the objectives made at the beginning of the session? e.g., Overview? Tasks to be accomplished? etc.) (1) 2 3 4 5
2. PRESENTATIONS AT SESSIONS. 1 (2) 3 4 5
3. PROCEDURES. (Did participants have the opportunity for interaction and participation?) 1 (2) 3 4 5
4. CONTENT. (Did the sessions give you valuable information and a usable process for implementation?) (1) 2 3 4 5
5. ACCOMPLISHMENT OF STATEMENT OF OBJECTIVES OF SESSION. (Did sessions meet the stated objectives?) 1 (2) 3 4 5
6. SUGGESTIONS AND COMMENTS:

GROUP EVALUATION SHEET
EASTERN STREAM MIGRANT CONFERENCE
Virginia Beach, Virginia
March 10-12, 1976

Session Title **Preschool**

Staff Position

1. Teacher	_____	6. Clerical	_____
2. Aide	_____	7. Support Service	_____
3. Head Teacher	_____	8. T.O.	_____
4. County Staff	_____	9. Regional Staff	_____
5. Administrator	_____	10. Other (List)	_____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion of your group session:

1—outstanding 2—above average 3—adequate 4—inadequate 5—poor

1. STATEMENT OF OBJECTIVES OF SESSION. (How clear were the objectives made at the beginning of the session? e.g., Overview? Tasks to be accomplished? etc.) (1) 2 3 4 5
2. PRESENTATIONS AT SESSIONS. 1 2 3 4 5
3. PROCEDURES. (Did participants have the opportunity for interaction and participation?) (1) 2 3 4 5
4. CONTENT. (Did the sessions give you valuable information and a usable process for implementation?) (1) 2 3 4 5
5. ACCOMPLISHMENT OF STATEMENT OF OBJECTIVES OF SESSION. (Did sessions meet the stated objectives?) (1) 2 3 4 5
6. SUGGESTIONS AND COMMENTS:

GROUP EVALUATION SHEET
EASTERN STREAM MIGRANT CONFERENCE
Virginia Beach, Virginia
March 10-12, 1976

Session Title **Health Services**

Staff Position

1. Teacher	_____	6. Clerical	_____
2. Aide	_____	7. Support Service	_____
3. Head Teacher	_____	8. T.O.	_____
4. County Staff	_____	9. Regional Staff	_____
5. Administrator	_____	10. Other (List)	_____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion of your group session:

1—outstanding 2—above average 3—adequate 4—inadequate 5—poor

1. STATEMENT OF OBJECTIVES OF SESSION. (How clear were the objectives made at the beginning of the session? e.g., Overview? Tasks to be accomplished? etc.) 1 (2) 3 4 5
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5. ACCOMPLISHMENT OF STATEMENT OF OBJECTIVES OF SESSION. (Did sessions meet the stated objectives?) 1 (2) 3 4 5
6. SUGGESTIONS AND COMMENTS:

GROUP EVALUATION SHEET
EASTERN STREAM MIGRANT CONFERENCE
Virginia Beach, Virginia
March 10-12, 1976

Session Title **Administrators**

Staff Position

1. Teacher	_____	6. Clerical	_____
2. Aide	_____	7. Support Service	_____
3. Head Teacher	_____	8. T.O.	_____
4. County Staff	_____	9. Regional Staff	_____
5. Administrator	_____	10. Other (List)	_____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion of your group session:

1—outstanding 2—above average 3—adequate 4—inadequate 5—poor

1. STATEMENT OF OBJECTIVES OF SESSION. (How clear were the objectives made at the beginning of the session? e.g., Overview? Tasks to be accomplished? etc.) 1 (2) 3 4 5
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5. ACCOMPLISHMENT OF STATEMENT OF OBJECTIVES OF SESSION. (Did sessions meet the stated objectives?) 1 2 (3) 4 5
6. SUGGESTIONS AND COMMENTS:

GROUP EVALUATION SHEET
EASTERN STREAM MIGRANT CONFERENCE
Virginia Beach, Virginia
March 10-12, 1976

Session Title **Librarians and Media Specialists**

Staff Position

1. Teacher	_____	6. Clerical	_____
2. Aide	_____	7. Support Service	_____
3. Head Teacher	_____	8. T.O.	_____
4. County Staff	_____	9. Regional Staff	_____
5. Administrator	_____	10. Other (List)	_____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion of your group session:

1—outstanding 2— above average 3—adequate 4—inadequate 5—poor

1. STATEMENT OF OBJECTIVES OF SESSION. (How clear were the objectives made at the beginning of the session? e.g., Overview? Tasks to be accomplished? etc.) 1 2 (3) 4 5
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3. PROCEDURES. (Did participants have the opportunity for interaction and participation?) (1) 2 3 4 5
4. CONTENT. (Did the sessions give you valuable information and a usable process for implementation?) 1 (2) 3 4 5
5. ACCOMPLISHMENT OF STATEMENT OF OBJECTIVES OF SESSION. (Did sessions meet the stated objectives?) 1 (2) 3 4 5
6. SUGGESTIONS AND COMMENTS:

GROUP EVALUATION SHEET
EASTERN STREAM MIGRANT CONFERENCE
Virginia Beach, Virginia
March 10-12, 1976

Session Title **Interagency Cooperation and Community Involvement**

Staff Position

1. Teacher	_____	6. Clerical	_____
2. Aide	_____	7. Support Service	_____
3. Head Teacher	_____	8. T.O.	_____
4. County Staff	_____	9. Regional Staff	_____
5. Administrator	_____	10. Other (List)	_____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion of your group session:

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5. ACCOMPLISHMENT OF STATEMENT OF OBJECTIVES OF SESSION. (Did sessions meet the stated objectives?) 1 2 (3) 4 5
6. SUGGESTIONS AND COMMENTS:

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GROUP EVALUATION SHEET
EASTERN STREAM MIGRANT CONFERENCE
Virginia Beach, Virginia
March 10-12, 1976

Session Title **Terminal Operators**

Staff Position

1. Teacher	_____	6. Clerical	_____
2. Aide	_____	7. Support Service	_____
3. Head Teacher	_____	8. T.O.	_____
4. County Staff	_____	9. Regional Staff	_____
5. Administrator	_____	10. Other (List)	_____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion of your group session:

1—outstanding 2—above average 3—adequate 4—inadequate 5—poor

1. STATEMENT OF OBJECTIVES OF SESSION. (How clear were the objectives made at the beginning of the session? e.g., Overview? Tasks to be accomplished? etc.) 1 (2) 3 4 5
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4. CONTENT. (Did the sessions give you valuable information and a usable process for implementation?) (1) 2 3 4 5
5. ACCOMPLISHMENT OF STATEMENT OF OBJECTIVES OF SESSION. (Did sessions meet the stated objectives?) 1 (2) 3 4 5
6. SUGGESTIONS AND COMMENTS:

NEEDS ASSESSMENT SUMMARY

The summaries below are listed alphabetically by states followed by the number of participants from the state who indicated need for a new program or expansion of an existing one, and the name of the programs.

Alabama (4)	Need: career education; expand: early childhood and mathematics
Connecticut (1)	Need: early childhood
Delaware (1)	Need: career education and media specialist
Florida (27)	Need: more bilingual and mathematics; expand: early childhood to infants, career education to grades 4-7, reading to intermediate and high school grades, and health services
Georgia (19)	Need: media specialist, career education to grades 7-12, mathematics, movement education, reading in high school; expand: early childhood statewide and to infants
Maryland (15)	Need: early childhood; expand: reading to all levels, career education (need and expand), bilingual (need and expand), media specialist (need and expand)
Massachusetts (5)	Need: early childhood and health services; expand: reading and mathematics, career education (need and expand)
New York (4)	Need: career education; expand: early childhood, bilingual (need and expand), mathematics (need and expand)
North Carolina (34)	Need: counselors, movement education, bilingual library and media; expand: mathematics (need and expand), career education (need and expand)
Pennsylvania (2)	Expand: early childhood, bilingual, reading, career education
South Carolina (31)	Need: bilingual, library and media; expand: early childhood to infants, reading to all levels, career education
Tennessee (8)	Need: early childhood; expand: career education into lower grades
Virginia (25)	Need: media specialist, career education, expand: reading to grades 7-12, early childhood to infants, bilingual to school grades, mathematics
West Virginia (2)	No needs or expansions indicated

Report Prepared by

Title I (ESEA) and Migrant Education Programs Office
Virginia Department of Education
C. L. Conyers, Supervisor, Title I and Migrant Education

Text by The Evaluation Committee

Dr. Frank Carpenter, Chairman	Florida
Mr. Joseph Bertoglio	USOE
Mrs. Margaret Drake	Virginia
Mr. S. P. Johnson	Virginia
Mrs. Dianne Lee	Georgia
Dr. J. O. "Rocky" Maynes, Jr.	Arizona
Dr. Thomas J. Morfett	Florida

This publication and the work reported herein were funded by grants from Title I, Elementary and Secondary Education Act (ESEA) of 1965, as amended by Public Law 93-380, 1974, through the U. S. Office of Education, Department of Health, Education and Welfare, and the Virginia State Department of Education.

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